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ANNUAL EVALUATION REPORT OF CONNECTICUT P.A. 523 PROJECTS FOR FISCAL YEAR 1966.

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THIS REPORT SUMMARIZES EVALUATION OF PROGRAMS FOR DISADVANTAGED CHILDREN AND YOUTH FUNDED UNDER CONNECTICUT PUBLIC ACT 523 IN SCHOOL DISTRICTS IN TOWNS NOT SERVED BY TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. IN GENERAL, THE PROGRAMS ATTEMPTED TO IMPROVE THE STUDENTS' READING, LANGUAGE ARTS, AND BASIC SKILLS AND TO CHANGE THEIR ATTITUDES TOWARD SCHOOL. TO REALIZE THESE AND OTHER GOALS, THE PROGRAMS PROVIDED REMEDIAL EDUCATION, ANCILLARY SERVICES, DIAGNOSTIC SERVICES, PRESCHOOLS AND KINDERGARTENS, CULTURAL ENRICHMENT, AND SMALLER CLASS SIZES. OTHER FEATURES OF THE PROGRAMS WERE HEALTH AND LIBRARY SERVICES AND THE PURCHASE AND IMPROVEMENT OF EQUIPMENT. THE SUCCESS OF THE PROGRAMS IS MEASURED IN THE REPORT BY SUCH FACTORS AS THE PARTICIPATING STUDENTS' PERFORMANCE ON STANDARDIZED TESTS AND THEIR PROMOTION AND DROPOUT RATES. IT IS FELT THAT DISADVANTAGED CHILDREN HAVE IMPROVED THEIR EDUCATIONAL ACHIEVEMENT AND THAT 96 PERCENT OF THE PROGRAMS HAVE MADE "SUBSTANTIAL" OR "SOME" PROGRESS IN ENHANCING EDUCATIONAL OPPORTUNITIES FOR THEM, WITH GREATEST GAINS MADE AT THE PRESCHOOL AND ELEMENTARY LEVELS. DATA RELATING TO THE "MOST AND LEAST SUCCESSFUL" ASPECTS OF THE PROGRAMS AS PERCEIVED BY SCHOOL PERSONNEL IS LISTED, AND A SAMPLE OF THE EVALUATION FORM SENT TO LOCAL SCHOOL DISTRICTS IS APPENDED. (NH)

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Connecticut State Department of Education
Division of Instructional Services
Hartford

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FOR

FISCAL YEAR 1966

Prepared By: Wallace Roby
Office of Program Development

February 1967

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PART I

INTRODUCTION AND STATISTICAL INFORMATION

Background and Purpose

Public Act 523, An Act Concerning State Aid for Disadvantaged Children, was enacted as law in the State of Connecticut by the 1965 General Assembly. The purpose of the legislation was to assist school districts in extending educational opportunities to children and youth who are socially, economically, or environmentally disadvantaged. The State Department of Education was charged with the administration of the Act and was given the responsibility of assisting towns to plan and develop programs specifically designed to overcome the learning disabilities of deprived children and youth.

Grant entitlements to Connecticut towns were determined in relation to: (1) the number of families in each town receiving $4000 or less per year, and (2) the number of children in each town receiving aid through State welfare programs (ADC). Grant entitlements to Connecticut towns were made for a two-year period with program application and reapplication being made yearly. To insure that constant analysis is made of the effectiveness of programs under this Act, each town has developed an evaluation procedure which is supplied to the State each year.

This report is a summary of the evaluations made by Connecticut school districts for the programs implemented and operated during fiscal year 1966 under the provisions of P.A. 523. A format for reporting project evaluation for fiscal year 1966 has been included in this report as Attachment A.

Development of Projects

In determining the nature of a P.A. 523 project, school district personnel were directed to make an analysis of the needs of the town's most severely deprived pupils. Based on this "needs analysis," a program emphasis and specific objectives for deprived children and youth were developed. The third phase involved the decision of choosing the most appropriate educational activities, services, or arrangements to achieve the objectives of the proposed program. Following these steps, a plan of evaluation was developed by each school district which would give their personnel indications as to the degree to which they were improving the educational development of the deprived children and youth in their community.

School districts were given the flexibility of modifying components or changing programs when examination indicated limited or little success in terms of the children and youth being served.

Relationship to Title I of P.L. 89-10

It seems worthwhile to point out that Connecticut has taken a leadership position in the nation in providing increased educational opportunities for children and youth deprived by environmental circumstances. As companion legislation to Title I of the Elementary and Secondary Act of 1965 (P.L. 89-10), the provisions of An Act Concerning State Aid for Disadvantaged Children (P.A. 523) have provided the following opportunities:

1. The opportunity to serve a greater number of children and youth in need of compensatory education beyond the level of that which can be expected by local school district efforts. Approximately 75,000 children and youth are being helped by the two Acts. Thirty-six projects were jointly funded by the two Acts in the first year.

2. The opportunity to develop significant educational programs in communities with large numbers of families in the $2000 to $4000 income range.

3. The opportunity to develop significant educational programs in small towns for deprived children and youth. Title I of P.L. 89-10 did not provide grant entitlements for eleven small towns of Connecticut.

4. The opportunity to provide needed programs for deprived children and youth not living in the most severely depressed school attendance areas of a community.

With this massive attack by the State of Connecticut to improve the educational opportunities of the less fortunate, the dream of equal educational opportunities for all Connecticut children has been brought closer to realization.

Town Classifications

Classifications A to E have been used in this report to designate town categories varying from urban cities to small rural towns. The system is based on "Standard Metropolitan Statistical Areas" established by Federal agencies.[1] Specific designations follow and are based on the 1960 population statistics prepared by the United States Census Bureau.

Town Classification A:	The largest core cities.
Town Classification B:	Secondary cities of 50,000 or more.
Town Classification C:	Rural or urban towns under 50,000 within core city areas.
Town Classification D:	Rural or urban towns outside the core city areas with populations between 2,500 and 49,999.
Town Classification E:	Rural towns outside the core city areas with populations below 2,500.

Statistical Information

Table 1 contains a comprehensive analysis of the P.A. 523 program statistics for fiscal year 1966. The data show that a total of 51,741 children were served in 133 projects conducted by the local school districts of Connecticut. All 169 towns in the

[1]Bureau of the Budget. Standard Metropolitan Statistical Areas. Washington: U.S. Government Printing Office, 1964. 54 p.

State of Connecticut had entitlements to support P.A. 523 projects, and of this number, a total of 112 Connecticut towns initiated projects during fiscal year 1966.

The total expenditure (funds spent or obligated) for P.A. 523 programs for the period of July 1, 1965 to August 31, 1966 was $3,447,381.

Eleven (11) of the largest towns (SMSA Classification A) carried out 33 projects which served 42,416 children and youth with a total expenditure of $2,428,514.

Two (2) secondary towns with populations of 50,000 or more (SMSA Classification B) carried out 2 projects which served 455 children and youth with a total expenditure of $26,507. A total of 46 towns with populations under 50,000 and located within core city areas (SMSA Classification C) carried out 54 projects which served 4963 children and youth with a total expenditure of $504,429.

A total of 34 towns outside the core city areas with populations between 2,500 and 49,999 (SMSA Classification D) carried out 37 projects which served 3,559 children and youth with a total expenditure of $464,018.

A total of 19 towns outside the core city areas with populations under 2,500 carried out 7 projects which served 348 children and youth with a total expenditure of $23,913.

TABLE 1

P.A. 523 STATISTICAL INFORMATION FOR FISCAL YEAR 1966

Town Classification	No. of Towns in State in This Classification	No. of Towns With P.A. 523 Entitlements	No. of Towns With Approved P.A. 523 Projects	No. of Projects Implemented	Funds Actually Committed*	Unduplicated Count of Children Served
A	11	11	11	33	2,428,514	42,416
B	2	2	2	2	26,507	455
C	69	69	46	54	504,429	4,963
D	50	50	34	37	464,018	3,559
E	37	37	19	7	23,913	348
	169	169	112	133	3,447,381	51,741

*Committed as of August 31, 1966.

Grade Levels Served

Each town or regional school district was given the choice of working with the age group of their choice. Table 2 below shows the grade levels of project youth served by P.A. 523 programs in fiscal year 1966.

TABLE 2

GRADE LEVELS SERVED BY P.A. 523 PROJECTS

Grade Level	Percentage of All Programs Conducted
Preschool and kindergarten	12%
Grades 1-3	29%
Grades 4-6	31%
Grades 7-9	20%
Grades 10-12	7%
Other classification	1%
	100%

Duration of Project Services

Duration of project services to youth varied. Some town school personnel began operation during the summer of 1965. Others established projects for the total school year. School personnel reported the following data about duration of projects initiated during the first year.

TABLE 3

DURATION OF PROJECTS AND HOURS OF SERVICES WEEKLY

Length of Program Services	Median Hours of Services Weekly	Percentage of All Projects
Total school year	4 hrs/wkly	40%
1/2 to 3/4 school year	3 hrs/wkly	25%
7 wks to 1/2 school year	3 hrs/wkly	13%
3 wks to 6 wks	15 hrs/wkly	18%
projects for which data was not provided		4%
		100%

PART II

ANALYSIS OF PROJECT EFFECTIVENESS

Prevalent Project Objectives

In the development of P.A. 523 projects, personnel of local school districts determined objectives of projects based on the needs of the youth to be served. Table 4 below shows the categories of the major objectives that were stated by school district personnel in the project designs.

TABLE 4

CATEGORIES OF MAJOR OBJECTIVES FOR P.A. 523 PROJECTS

Categories of objectives	Percentage of all objectives
Reading, language arts, oral language, improvement	32%
Basic subject skill improvement	20%
Improvement in attitude toward school and school adjustment	17%
Increase self esteem	6%
Preparation for school entry	6%
Mathematics improvement	5%
Increase holding power of school	4%
All other objectives	10%
	100%

Major Project Activities

Major program activities are the educational interventions developed by local school districts to bring about the changes proposed by their objectives for deprived children and youth. Some activities were directly related to the objectives stated for a program such as; giving reading help for the objective of improving reading skill. Other activities were indirectly related to the stated objectives such as taking youth on cultural trips or counseling youth in an effort to improve reading skills.

Table 5 below indicates the major project activities, services, or arrangements and corresponding percentages of all activities conducted in P.A. 523 projects for fiscal year 1966.

TABLE 5

MAJOR P.A. 523 PROJECT ACTIVITIES, SERVICES, OR ARRANGEMENTS

Activity, Service, or Arrangement	Percentage of All Activities
Reading, language arts, and speech therapy	23%
Basic subject study or tutoring	13%
Ancillary or clinic team services	11%
Purchases in preparation for later services to youth	8%
Teacher aide or volunteer services	7%
Major diagnostic services (health checkups and analyses of learning difficulties)	7%
Preschool and kindergarten activities, reading readiness	6%
Major emphasis of cultural trips	3%
Creative arts and physical activities	3%
Teacher workshops or preparation of materials for later services to youth	3%
Reduction of class size	3%
Remedial mathematics	3%
Health Services	3%
Rentals, renovations, or portable unit	3%
Library services	2%
All other activities (job, recreational, transportation, etc.)	2%
	100%

Representative Project Descriptions

The project summaries that follow represent the breadth of P.A. 523 projects conducted by local school districts during the first year.

Summary 1. Three class-type and three clinic type situations were provided in one school where elementary children were removed from their regular classrooms for approximately one hour daily to work with a reading teacher and an aide. Fifty-six children benefited from these services for the entire school year. During after school hours, an additional 139 sixth grade youth worked on study skills, outlining techniques, a unit on newspaper and reading aid. Twenty-eight after school sessions were held staffed by classroom teachers, a guidance-reading specialist, and aides.

Summary 2. Renovation of rooms in two high schools used as laboratories for the improvement of reading and arithmetic provided facilities for work with 167 tenth grade youth. The rooms were extensively equipped with devices and models to assist youth improve in these skills. A counselor, reading teacher, math teacher, psychological examiner, and social worker staffed the labs for a 17 week period in the first year of operation. Impressive gains in reading and arithmetic test results were found in beginning and end of service testing.

Summary 3. Beginning formal schooling has been made a lot easier for 330 four and five year olds who have attended morning or afternoon pre primary sessions in twelve centers servicing 9 school attendance areas. Twelve teachers, twelve neighborhood aides, and one each nurse, psychological examiner, and social worker provided typical pre school activities that included diagnostic testing, health checkups, two and one-half hour classroom center activities, and trips into the community. After one full year of operation, the town proposes even closer work with the parents of the community. Their involvement was considered crucial for program success.

Summary 4. One core city's first effort under the newly passed State Act was a six-week creative arts summer offering for 125 middle school youth. In a five-hour daily session, 3 art teachers, 3 music teachers, 1 drama teacher and 2 aides gave lessons on stringed instruments, got the children interested in folk dancing and dance exercises, had youth act out roles in short plays and perfect the art of monologue, and offered art activities in a variety of media. Dimensional art work provided immediate success. Three newspapers and one magazine article heralded the accomplishments of this endeavor.

Summary 5. Anecdotal reports replaced report card grades in an effort to help 44 ninth and tenth grade youth do better in school. Classroom teachers and a counselor designed and offered individualized programs of English, math, science, and social studies during the school day for the entire school year. For example, a math class of boys after having studied loans and interest went to a local garage and "bought" a car. The teacher guided them in figuring all "extras" and installment costs. Directing subject matter to interest such as this helped contribute to the remarkable record of only two dropouts from the 44 pupils enrolled.

Summary 6. An experiment in one town set out to determine the relative merits of teaching three different programs to fourth and fifth graders. Twelve Group I youth were the control receiving the typical curriculum of other fourth and fifth graders in the town. Twelve children in Group II participated in typical classrooms (no more than two per classroom), and received aid only indirectly through the teacher. In Group III, twelve children from one school (no more than 2 per classroom) received some out-of-the-classroom help as one total group. The twelve participants of Group IV were placed together in a segregated classroom and interacted only with the one teacher. A standardized achievement test over a six-month period showed no very major changes in average grade equivalent status for any of the groups. Teacher ratings of social and emotional adjustment, academic, and physical status indicated that the segregated class made greatest gains of the three experimental groups.

Summary 7. Reading lab materials were used in primary educational clinics located in four town elementary schools. Each clinic was staffed with a teacher and an aide. A social worker and psychological examiner were shared by the clinics. Eighty-six children from grades 1 through 3 received 22 weeks of out-of-the-classroom service. An initial teacher and aide orientation session aided by outside consultants was considered instrumental in the progress reported.

Summary 8. A six-week summer experience for nine youth of high school age centered about work situations obtained for the youth in the neighborhood. Each was tested. Trips were taken to industrial places for the purpose of determining types of work carried on. Observations from trips taken formed the basis of counseling sessions carried on before and during the period of work experience. One mark of success was the fact that all but one of the youth returned to classes in September. The one who did not return had moved out of the town area.

Summary 9. One project operating for the entire school year had seven components. Two of these components brought about some unusual results. Pre-kindergarten classes were set up in a country school and a state housing authority building staffed by teachers and aides from the community. Not only was the experience considered beneficial for the children, but the aides proved to be the best community public relations persons the school had had. In another component, exceptional attendance and high interest resulted in an after school and Saturday morning program. Eighty-six primary children viewed fairy tale filmstrips with sound track and movies followed by Saturday morning trips.

Summary 10. The PTA in one town increased nine times in size over the previous year. A project that beefed up the facilities, staff, and equipment in one school was credited with the increased interest shown by parents. The old building was fixed up, two portable classrooms were added for pre-K classes, a large number of aides were employed to work with teachers in a school of 362 elementary pupils. A large number of trips were taken, and fourth graders spent five days in the spring in a camp setting. A psychologist worked with teachers, aides, and children to promote mental health.

Summary 11. Three rural towns pooled their resources to support a cooperative project with programs for the elementary schools and the high school serving the 3-town region. Since youth were spread far and wide, it was decided that a first phase would more thoroughly assess the handicaps of 62 elementary school children. Results of Phase I were to determine services to be given in Phase II, and a proposed final phase would establish a clinic which would continually assess and service needs of the children referred. The high school component was a work experience program for 20 high school youth. In the first year, a teacher was recruited and the community canvassed for job positions.

Summary 12. Six towns benefited from a cooperative educational services center. A staff including a director, psychologist, learning-reading consultants, social worker, speech and hearing therapist and consultant psychiatrist worked principally to establish a working relationship with the school personnel of the six towns during the first year of operation. Starting late in the school year, the project services were administered to 43 school youth which culminated in suggested individual programs of preventative and corrective action. A summer phase of the project worked with OEO Headstart youth supplying speech and hearing evaluation, and evaluation predictive of readiness to begin a formal school program. Two publications have been prepared by the staff. One described the procedures to be used in working with children in the project and the second was a manual on reading, learning, and teacher effectiveness. It is the feeling of the staff that these publications can serve a useful purpose in helping teachers work with the children.

Project Evaluation Designs

An analysis of P.A. 523 projects was made to determine the level of evaluation designs used for each project. Table 6 below gives the percentage of occurrences of the levels of designs reported.

TABLE 6

ANALYSIS OF P.A. 523 PROJECTS BY LEVEL OF DESIGN

Design Levels	Percentage of all Designs Reported
1. Two group experimental design using the project group and a conveniently available non-project group as the control.	3%
2. One group design using pretest and posttest scores on the project group to compare observed performance with local, State or national groups.	44%
3. One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.	1%
4. One group design using test data on the project group but no comparison data.	27%
5. Subjective appraisals by project personnel.	25%
	100%

Project Measuring Instruments

Local school district personnel determined the measuring instruments to be used in the evaluation of their P.A. 523 projects. Table 7 has been prepared to show the incidence of principal instrument use in the evaluation of objectives of programs directly related to changes expected of deprived children and youth. Any instrument which was important in providing specific evaluation findings was considered a principal instrument.

TABLE 7

MEASURING INSTRUMENT CHOICE

Instrument	Incidence Reported
School records of promotion, attendance, dropout, subject grades, and number counts	64
Standardized achievement tests	56
Teacher ratings	37
Subjective judgment of an evaluator	37
Commercial tests without norms	18
Teacher-made or project staff designed tests	13
Projective techniques	9
Parent ratings	8
Student ratings	8
Anecdotal records	7
Standardized intelligence tests	4
Standardized reading inventories	2

Results of Standardized Tests

Standardized test results were reported in the evaluations of forty-eight (48) projects. Test results were divided into groupings by grade levels and test sections. One hundred and twenty-two (122) groupings resulted from which seventy-six (76) were chosen on the basis of providing adequate group data.

Table 8 has been prepared to show the standardized test results grouped for preschool, elementary grade language achievement, high school language achievement, and arithmetic achievement for project children and youth.

TABLE 8

RESULTS OF STANDARDIZED TESTS

Town Classif. and Proj. Designation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
Preschool Achievement						
A-1	PRESCH	18	9 mos.	Columbia Mental Maturity Scale	9 mos.	8 mos. (mental development)
C-17	PRESCH	23	8 mos.	Peabody Picture Vocabulary Test	8 mos.	9 mos. median gain (IQ Score)
C-17	PRESCH	22	8 mos.	Peabody Picture Vocabulary Test	8 mos.	15 mos. median gain (IQ Score)
D-6	PRESCH	35	7 mos.	ABC Inventory	7 mos.	10 mos. (school readiness)

Elementary Grades Language Achievement

Town Classif. and Proj. Designation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
A-3	2	65	8 mos.	Standardized Oral Reading Paragraphs	8 mos.	.5 gr. level (paragraph reading)
A-3	3		8 mos.	Standardized Oral Reading Paragraphs	8 mos.	1.0 gr. level (paragraph reading)
A-3	4		8 mos.	Standardized Oral Reading Paragraphs	8 mos.	1.3 gr. level (paragraph reading)
A-3	5		8 mos.	Standardized Oral Reading Paragraphs	8 mos.	1.4 gr. level (paragraph reading)
A-3	6		8 mos.	Standardized Oral Reading Paragraphs	8 mos.	1.0 gr. level (paragraph reading)
A-5	3		6 mos.	Metropolitan Achievement Tests (Control group comparative data were available)	6 mos.	1.1 yrs (word knowledge)
A-5	3	49	6 mos.	Metropolitan Achievement Tests (Control group comparative data were available)	6 mos.	.8 yr (word discrimination)
A-5	3	49	6 mos.	Metropolitan Achievement Tests (Control group comparative data were available)	6 mos.	1 yr. (reading)
A-5	3	49	6 mos.	Metropolitan Achievement Tests (Control group comparative data were available)	6 mos.	1 yr. (spelling)
A-8	2-3	11	10 mos.	Gilmore Oral Reading Test, A	10 mos.	1.8 yr (accuracy)

Town Classif. and Proj. Desig-nation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
A-8	2-3	11	10 mos.	Gilmore Oral Reading Test, A	10 mos.	1.3 yr (com-prehension)
A-8	4-6	20	10 mos.	Gilmore Oral Reading Test	10 mos.	1 yr. (accuracy)
A-8	4-6	20	10 mos.	Gilmore Oral Reading Test	10 mos.	1.6 yr (com-prehension)
A-9	3-5	45	3 mos.	Durrell-Sullivan Read-ing Achievement Test	3 mos.	1 month
A-10	6	123	8 mos.	Gates Reading Survey MI, M2	8 mos.	1.4 years
B-1	3	62	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.1 yrs. (vocab-ulary)
B-1	3	62	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.2 yrs. (read-ing)
B-1	4	56	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.8 yrs. (vocab-ulary)
B-1	4	56	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.8 yr (reading)
B-1	5	49	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.0 yr (vocabu-lary)
B-1	5	49	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.2 yrs (reading)
B-1	6	44	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	1.0 yr (vocabu-lary)
B-1	6	44	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.4 yr (reading)
C-6	3-4	15	6 mos.	Durrell-Sullivan Read-ing Achievement Test	6 mos.	5 mos. med. gain (reading)
C-7	2	21	5 mos.	Metropolitan Achieve-ment Tests	5 mos.	8 mos. (total achievement)
C-7	3	14	5 mos.	Metropolitan Achieve-ment Tests	5 mos.	8 mos. (total achievement

Elementary Grades Language Achievement (cont.)

Town Classif. and Proj. Desig-nation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
C-7	4	11	5 mos.	California Achievement Test	5 mos.	10 mos (total achievement)
C-7	5	15	5 mos.	California Achievement Test	5 mos.	8 mos (total achievement)
C-7	6	12	5 mos.	California Achievement Test	5 mos.	9 mos (total achievement)
C-13	2-6		4 mos.	Gates Advanced Primary Reading	4 mos.	.3 yr (grade level reading)
C-14	3-6		8 mos.	Iowa Tests of Basic Skill	8 mos.	13 mos (vocabulary)
C-16	2-8	51	5 mos.	Gates Primary Reading Test	5 mos.	8 mos (reading)
D-1	1	30	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	6 mos. (reading)
D-1	2	22	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	5 mos. (reading)
D-1	3	31	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	6 mos. (reading)
D-1	4	34	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	6 mos. (reading)
D-1	5	22	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	3 mos. (reading)
D-1	6	25	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	6 mos. (reading)
D-1	3	31	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	6 mos. (English)
D-1	4	34	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	2 mos. (English)
D-1	5	22	7 mos.	Metropolitan Achievement Test, A,C	7 mos.	2 mos. (English)
D-6	2-4	37	5 mos.	Durrell-Sullivan Reading Achievement Test, A,B,	5 mos.	2 mos. (reading)

Elementary Grades Language Achievement (cont.)

Town Classif. and Proj. Desig-nation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
D-10	4-8	82	2 mos.	Gates Reading Survey 1,2	2 mos.	4 mos. (vocabu-lary)
D-10	4-8	82	2 mos.	Gates Reading Survey 1,2	2 mos.	2 mos. (comb. speed, vocab, and comprehension)
D-14	3	10	10 mos.	Metropolitan Achieve-ment Test, Reading, A,D	10 mos.	3 mos. (reading)
D-14	4	10	10 mos.	Metropolitan Achieve-ment Test, Reading, A,D	10 mos.	3 mos. (reading)
D-14	3	10	10 mos.	Gates Primary Reading, I,II	10 mos.	7 mos. (reading)
D-14	5	7	10 mos.	Stanford Achievement Test: Reading, I,II	10 mos.	4 mos. (reading)
D-14	6	10	10 mos.	Stanford Achievement Test: Reading, I,II	10 mos.	6 mos. (reading)
E-1	4	50	5 mos.	Gilmore Oral Reading Test, A,B	5 mos.	1.5 yr (reading)
E-2	3-9	31	2 mos.	Metropolitan Achieve-ment Test	2 mos.	4 mos. (word knowledge)
E-2	3-9	31	2 mos.	Metropolitan Achieve-ment Test	2 mos.	3 mos. (reading)
High School Language Achievement						
A-6	10	167	4 mos.	Gates Reading Survey, 2		1.3 yr (reading grade level)
B-1	7	25	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.6 yr (vocabu-lary)
B-1	7	25	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.6 yr (reading)
B-1	8	19	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.9 yr (vocabu-lary)
B-1	8	19	8 mos.	Iowa Tests of Basic Skills, 3,4,1	.8 yr	.8 yr (reading)

High School Language Achievement (cont.)

Town Classif. and Proj. Desig-nation	Grade Level Tested	No. of Pupils Tested	Elapsed Time Between Test Adm.	Name of Test, Form	Gain Normally Expected For All Children	Interpreted Test Gain and Subject Area
C-4	9-12		4 mos.	California Reading Test	4 mos.	6 mos. (reading)
C-7	7	4	5 mos.	California Achievement Test	5 mos.	8 mos. (total achievement)
C-10	9	30	5 mos.	Gates Reading Survey I,II	5 mos.	1 yr (reading ability)
C-10	10	10	5 mos.	Gates Reading Survey I,II	5 mos.	.6 yr (reading ability)
C-10	9	30	5 mos.	Morrison McCall Spelling Scale	5 mos.	.2 yr (spelling)
C-10	10	10	5 mos.	Morrison McCall Spelling Scale	5 mos.	.4 yr (spelling)

Arithmetic Achievement

A-5	3	49	6 mos.	Metropolitan Achievement Tests (Control group comparative data were available)	6 mos.	1.3 yrs (arith. computation)
C-14	3	38	8 mos.	Iowa Tests of Basic Skill	8 mos.	7 mos. (arith-metic)
C-14	5	39	8 mos.	Iowa Tests of Basic Skill	8 mos.	7 mos. (arith-metic)
C-14	6	40	8 mos.	Iowa Tests of Basic Skill	8 mos.	10 mos. (arith-metic)
D-1	1	30	7 mos.	Metropolitan Achieve-ment Test, A,C	7 mos.	8 mos. (arith-metic)
D-1	2	22	7 mos.	Metropolitan Achieve-ment Test, A,C	7 mos.	8 mos. (arith-metic)
D-1	3	31	7 mos.	Metropolitan Achieve-ment Test, A,C	7 mos.	8 mos. (arith-metic)
D-1	4	34	7 mos.	Metropolitan Achieve-ment Test, A,C	7 mos.	8 mos. (arith-metic)
D-1	5	22	7 mos.	Metropolitan Achieve-ment Test, A,C	7 mos.	5 mos. (arith-metic)

Findings of Standardized Test Results

1. Sixty percent (60%) of all standardized test results indicate a gain by project children beyond that normally expected for all children for the period of time elapsing between test administrations.

2. Five percent (5%) of all standardized test results indicate a gain by project children normally expected for all children for the period of time elapsing between test administrations.

3. Thirty-five percent (35%) of all standardized test results indicate a gain by project children less than expected for all children for the period of time elapsing between test administrations.

4. On the basis of standardized test results, preschool efforts showed the highest percentage (75%) of "gain beyond that normally expected" followed by elementary arithmetic (67%), elementary grade language (60%), and high school language (45%).

Project Effectiveness Ratings

All projects were given an effectiveness rating. Ratings depended upon local school district personnel interpretation of project results; State Department personnel considerations of results in terms of research design level and measuring instrument indications; and the appraisal of State Department consultants.

Projects were judged as making: (1) substantial progress, (2) some progress, or (3) little or no progress toward project objectives. The "little or no progress" rating depended heavily upon the appraisal of local school district personnel.

Table 9 shows project effectiveness ratings by major grade level of youth served for eleven project sub-groupings and for a composite of all projects. Actually, most projects spanned more grade levels than the classifications given in Table 9. For the purpose of this analysis, each project was designated as to the grade span in which most of the project youth were served.

TABLE 9

EFFECTIVENESS RATINGS FOR ELEVEN TYPES OF PROJECTS

	PreK & K	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
1. Reading, Language Arts, and Oral Language Programs						
Substantial Progress Made		6	4	1	1	12
Some Progress Made		12	7	5	2	26
Little or No Progress		1				1
2. Basic Skill Help or Tutoring Programs						
Substantial Progress Made		3	4			7
Some Progress Made		11	4	4	1	20
Little or No Progress		1	1		1	3
3. Counseling and Ancillary Services						
Substantial Progress Made		2	3			5
Some Progress Made		5	4	2	1	12
Little or No Progress						0

4. Preschool Programs

	PreK & K	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
Substantial Progress Made	5					5
Some Progress Made	7					7
Little or No Progress						0

5. Arithmetic Programs

Substantial Progress Made	1		1	1	3
Some Progress Made	2	1	1		4
Little or No Progress					0

6. Teacher Aide Emphasis

Substantial Progress Made	2	2
Some Progress Made	4	4
Little or No Progress		0

7. Preparations For A Second Year of Services to Youth

Substantial Progress Made	
Some Progress Made	(6 towns used their entitlements for preparation and planning purposes. These projects were not rated)
Little or No Progress	

8. Trip Centered Emphasis

	PreK & K	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
Substantial Progress Made			1	1		2
Some Progress Made			1	1		2
Little or No Progress						0

9. Language Help Programs for Non-English Speaking Pupils

Substantial Progress Made						0
Some Progress Made		1		1	1	3
Little or No Progress		1				1

10. Work Experience or Prevocational Programs

Substantial Progress Made				1	1	2
Some Progress Made					2	2
Little or No Progress						0

11. Creative Arts (Drama, Art, Music) and Physical Education

Substantial Progress Made	2					2
Some Progress Made	1		1			2
Little or No Progress						0

12. Composite of All Projects

	PreK & K	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
Substantial Progress Made	5	14	14	4	3	40
Some Progress Made	7	35	18	15	7	82
Little or No Progress	0	3	1	0	1	5
Total of Projects Rated	12	52	33	19	11	127
Projects Not Rated		5			1	6
TOTAL (All Projects)		102			31	133

Findings of Project Effectiveness Ratings

1. Thirty-one percent (31%) of all projects were given a rating of "substantial progress made" toward project objectives.

2. Sixty-five percent (65%) of all projects were given a rating of "some progress made" toward project objectives.

3. Four percent (4%) of all projects were given a rating of "little or no progress made" toward project objectives.

4. Of the prevalent types of projects, preschool programs had the highest percentage (42%) of "substantial progress made" ratings followed by reading (30%), counseling and ancillary services (30%), and basic skill help and tutoring programs (23%).

5. Seventy percent (70%) of all projects served youth in grade levels 1 through 6.

6. Seventy percent (70%) of all ratings designated as "substantial progress made" toward project objectives were given to projects serving youth in grade levels 1 through 6.

School Grade Promotion Statistics

Eighty (80) of 112 towns implementing P.A. 523 projects provided school grade promotion statistics for school year 1965-66 for project children and youth. Evaluation reports indicated that 25,731 children and youth were promoted to the next grade level. The total number of project youth for which school grade promotion statistics have been provided represent 54% of the total youth served in all P.A. 523 projects. Most project youth for which school grade promotion statistics were not provided were from large towns or cities.

TABLE 10

SCHOOL GRADE PROMOTION STATISTICS FOR PROJECT YOUTH

No. of Towns With Approved P.A. 523 Projects	No. of Towns Reporting School-Promotion Statistics	Total Youth Served By P.A. 523 Projects	No. of Project Youth For Which Promotion Statistics Were Available	No. of Project Youth Promoted For 65-66 School Year	No. of Project Youth Not Promoted For 65-66 School Year
112	80	51,741	28,033	25,731	2,302

Promotion Rate = 92%

No statewide data could be found which would provide a meaningful comparison for further analysis of the promotion rate for project youth for fiscal year 1966. However, beginning in fiscal year 1967, statewide promotion data will become available for comparison purposes.

Dropout Statistics

School personnel were asked to give the number of youth served by their projects who withdrew and those who continued in school upon reaching their 16th birthday during the 1965-66 school year.

Approximately sixty (60) P.A. 523 projects served youth in grade levels 7,8,9,10,11, or 12. However, only thirty (30) projects had a major emphasis for youth in 7,8,9,10,11, or 12.

Table 11 gives project youth dropout statistics reported by school personnel from twenty-three (23) towns (all towns providing dropout data).

TABLE 11

PROJECT YOUTH DROPOUT STATISTICS

No. of Towns Reporting Dropout Data For Project Youth	No. of Project Youth Continuing In School Upon Reaching Their 16th Birthday	No. of Project Youth Withdrawing Upon Reaching Their 16th Birthday	No. of Project Youth in grades 7-12 for Which Dropout Statistics Have Been Reported
23	936	44	2160

Project Youth dropout rate = 2%

Comparative data were drawn from "End of Year School Reports (4-66)" (based on Connecticut School Register data) for the same towns for which grades 7-12 dropout figures had been obtained. Table 12 gives town-wide dropout statistics for the towns reporting project youth dropout statistics.

TABLE 12

TOWN-WIDE DROPOUT STATISTICS

No. of Towns For Which Town-wide Dropout Statistics Have Been Given	No. of Town Youth With-drawing Upon Reaching Their 16th Birthday (W5)	No. of Town Youth in Grades 7-12 (E1 + E2)
23	1268	68,202

Town wide dropout rate = 2%

Continuing Education Statistics

School personnel were asked to give the number of youth served by their projects who had taken action to continue education following high school graduation. Continuing education following high school was defined as post-graduate work, junior college, college, university, vocational or technical institute, or nursing school.

Twelve projects served twelfth grade youth in fiscal year 1966. Continuing education statistics were provided by all twelve towns. Table 13 shows the number of youth reported as continuing their education beyond high school.

TABLE 13

PROJECT YOUTH CONTINUING EDUCATION

No. of Towns Reporting Continuing Education Statistics	No. of Project Youth Who Have Taken Action To Continue Education Following High School Graduation	No. of Project Youth Who Have Not Taken Action To Continue Education Following High School Graduation
12	100	82

Findings Related To Promotion, Dropout, and Continuing Education Statistics

The following major findings were secured from the data presented in the preceding section of this report:

1. The promotion rate of project youth was found to be 92 percent.
2. The project youth dropout rate was found to be 2% which was the same dropout percentage found for all the youth of the town.
3. Ninety-five percent (95%) of all project youth becoming 16 years of age during the school year continued their schooling.
4. Sixty-percent of the project youth in the twelfth grade have taken action to continue their education following graduation from a secondary school.

Most and Least Successful Project Components

School personnel were asked to describe the most successful and the least successful activities or components, and to list any problems that were encountered in implementing or operating their projects.

Responses to the "most successful components" were obtained from seventy-three (73) project evaluations, and responses from the "least successful component or problems" were obtained from eighty-two (82) project evaluations.

Responses were summarized into brief statements and classified into appropriate groupings. Table 14 shows a breakdown of the categories of comments for most and least successful project components as well as problems for all projects for which comments to these questions were submitted.

TABLE 14

MOST AND LEAST SUCCESSFUL PROJECT COMPONENTS

Most Successful Project Components	Incidence Reported
Success in field trips, instructional aids, individual and small group instruction and similar program elements	58
Successful program types, i.e., reading, library help, work study, and pre school programs	22
Success with parents and staff	18
Successful youth interest indicators such as attitude change	9

Least Successful Project Components	Incidence Reported
Lack of interstaff communication and difficulty in obtaining staff	33
Least successful program activities	29
Scheduling and transportation problems	13
Supplier shortages, evaluation, and inadequate facilities	13
Lack of parental participation	11

Two hundred and two (202) total responses from school personnel concerning most and least successful project components were summarized. The following outline describes in greater detail the specific comments of respondents (figures following items indicate the number of times the item was reported).

I Most Successful Project Component Responses

1. Program arrangements and techniques: Field trips (20); instructional aids (16); individual or small group instruction (15); effective visiting guest speakers (2); flexible bussing arrangements; diagnosing learning problems thru testing; development of a weekly theme; camping; and informal class discussions.

2. Parent and staff success: Home visitations most rewarding; PTA attendance increased 9 times; parent involvement; strong parent support; parent conference; contact and support from homes; services of community volunteers; social worker's progress in working with parents; parents supported the program; school-family liaison improved; positive parental reaction; instrumental in getting Headstart initiated in the community; parent-teacher relations; additional teachers in overcrowded schools; classroom teacher cooperation; staff interest and dedication; flexibility in deployment of resource teachers; and better coordination between Dept. of Health and Dept. of Education.

3. Success in programs other than communication skill activities: PreK programs (2); work study and experience (2); evening library study; summer library activity; evening science program; motor-learning activities; social work and medical services; dimensional art work; and clinic team efforts.

4. Success in communication skill programs: Listening activities; summer school reading; language arts; language for non-English speaking youth; growth in independent reading; speaking and writing skill unit; reading and math; remedial reading achievement; drill in sight vocabulary; and good results with youth having minor reading handicaps.

5. Successful youth interest indicators: Improved attitudes of youth toward school work (2); and youths' attitude change toward teachers (2).

II Least Successful Project Component Responses

1. Least successful program activities: (General) No follow-thru after counseling; activities requiring no active participation from youth; use of discussion method with upper grade youth; youth unwilling to participate in ongoing school activities; long trips tired elementary children; traditional lessons; lessons similar to those employed during the school day; text drill exercises; lack of motivation; segregated groups difficult to handle; large groups difficult to handle; creativity exercises; remedial activities requiring an attention span of over 30 minutes; high incidence of absence among youth; and eratic attendance.

   (Reading efforts) Traditional phonic analysis procedures; unable to interest junior high youth in recreational reading; minimal achievement in reading with children severely handicapped in reading achievement; using middle grade reading materials with upper grade youth; routine basal approach in reading; attempting to augment reading skills by simply using books; and attempts to motivate youth to read for recreational purposes.

   (After-school efforts) After-school program seemed to disassociate school and the project; fatigue of youth attending after school sessions; evening library study; students unable to attend after-school hours; after-school study; after school library extention; and after-school transportation problems.

2. Lack of interstaff communication: Poor project staff-regular staff communications; lack of communication with classroom teachers; communications between regular staff and project staff could have been better; lack of communication with teachers in other parts of town; communications between teachers and administration; classroom teachers wanted to be involved; meetings between project staff and regular staff did not bring about needed coordination; communication between regular staff and project teachers; rescheduling teachers during school year; adverse teacher reaction; inexperience of new staff; project staff person found inadequate; teachers objected to children being taken from their classroom; teachers were reluctant to release children from regular class scheduled; some teachers found it difficult to accept the "busy atmosphere" about the project center; classroom teachers expected miracles; difficult to get regular teachers for after school program; and lack of coordination between school and community businesses and industry.

3. Inability to procure staff: Too few teachers for the number of youth served; difficult to obtain a large number of teachers for summer project; acquisition of personnel; staff too small; additional staff needed to work with parents and children; project too much for small staff; lack of personnel; unable to procure staff; personnel prccurement problems; could not get staff for home visitations; procurement of speech staff; procuring ancillary staff; difficult to hire staff in the middle of the year; unable to hire a speech therapist; needed a social worker; and needed psychologist and social worker.

4. Scheduling and transportation problems: Difficulties in scheduling trips (2); short duration of project (3); scheduling problems; scheduling youth for counseling; scheduling children; grouping youth of widely differing age levels; scheduling difficulties for out-of-the-classroom interventions; bussing children into the program; transporting youth from all areas of town; and transportation took too much time.

5. Lack of parental involvement: Lack of contact with parents; lack of parental involvement with preK; lack of parental involvement; unable to get parents to participate; need better parent-teacher cooperation; parent communication; difficulty in getting parents to attend conferences; parent conferences were poorly attended; needed more home contact; parents did not attend weekly sessions; and lack of parental involvement.

6. Supplier shortages, evaluation problems, inadequate facilities: Slowness in receiving materials; inability to obtain materials; materials and supplies not available soon enough; suppliers unable to deliver the goods; slow shipment of materials; lack of equipment; interpreting creative thinking tests; pre and post testing over too short a period during summer months; no baseline data for evaluation; setting up evaluation; space problems; inadequate space; and inappropriate facilities.

Findings of Most and Least Successful Project Components

Findings related to the comments of school personnel concerning the most successful aspects of their projects are:

1. Field trips, instructional aids, and individual and small group instruction accounted for 58 percent of all responses.

2. Reading, language arts, library study, and other types of program activities accounted for 22 percent of all responses.

3. Parent and staff support accounted for 18 percent of all responses.

4. Other comments accounted for 2 percent of all responses.

Findings Related to Comments made by school personnel about

problems or the least successful aspects of their projects are:

1. Lack of interstaff communication and difficulty in obtaining staff accounted for 33 percent of all responses.

2. Routine lessons or exercises, after-school efforts, and attempting to improve reading by traditional procedures accounted for 30 percent of all responses.

3. Problems of scheduling and transportation accounted for 13 percent of all responses.

4. Supplier shortages, evaluation problems, and inadequate facilities accounted for 13 percent of all responses.

5. Lack of parental participation accounted for 11 percent of all responses.

PART III

SUMMARY AND CONCLUSIONS

Restatement of the Purpose of P.A. 523

The purpose of Public Act 523 legislation was to assist local school districts of Connecticut to extend educational opportunities to children and youth who are socially economically, or environmentally disadvantaged.

Summary of Major Findings

Data related to standardized test results secured from local school districts indicate the following:

1. Sixty percent (60%) of all standardized test results indicate a gain by project children beyond that normally expected for all children for the period of time elapsing between test administrations.

2. Five percent (5%) of all standardized test results indicate a gain by project children normally expected for all children for the period of time elapsing between test administrations.

3. Thirty-five percent (35%) of all standardized test results indicate a gain by project children less than expected for all children for the period of time elapsing between test administrations.

4. On the basis of standardized test results, preschool efforts showed the highest percentage (75%) of "gain beyond that normally expected" followed by elementary arithmetic (67%), elementary grade language (60%), and high school language (45%).

Data related to the ratings of project effectiveness indicate the following:

1. Thirty-one percent (31%) of all projects were given a rating of "substantial progress made" toward project objectives.

2. Sixty-five percent (65%) of all projects were given a rating of "some progress made" toward project objectives.

3. Four percent (4%) of all projects were given a rating of "little or no progress made" toward project objectives.

4. Of the prevalent types of projects, preschool programs had the highest percentage (42%) of "substantial progress made" ratings followed by reading (30%), counseling and ancillary services (30%), and basic skill help and tutoring programs (23%).

5. Seventy percent (70%) of all projects served children in grade levels 1 through 6.

6. Seventy percent (70%) of all ratings designated as "substantial progress made toward project objectives" were given to projects serving youth in grade levels 1 through 6.

Data related to promotion, dropout, and continuing education statistics indicate the following:

1. The promotion rate of project youth was found to be 92 percent.

2. The project youth dropout rate was found to be 2% which was the same dropout percentage found for all the youth of the town.

3. Ninety-five percent (95%) of all project youth becoming 16 years of age during the school year continued their schooling.

4. Sixty-percent (60%) of project youth in the twelfth grade have taken action to continue education following their graduation from a secondary school.

Data related to the "most and least successful aspects" of projects as reported by local school district personnel indicate the following:

1. Field trips, instructional aids, and individual and small group instruction accounted for 58 percent of the "most successful" responses.

2. Reading, language arts, library study, and other types of program activities accounted for 22 percent of the "most successful" responses.

3. Parent and staff support accounted for 18 percent of the "most successful" responses.

4. Other comments accounted for 2 percent of the "most successful" responses.

5. Lack of interstaff communication and difficulty in obtaining staff accounted for 33 percent of the "least successful" responses.

6. Routine lessons or exercises, after-school efforts, and attempting to improve reading by traditional procedures accounted for 30 percent of the "least successful" responses.

7. Problems of scheduling and transportation accounted for 13 percent of the "least successful" responses.

8. Supplier shortages, evaluation problems, and inadequate facilities accounted for 13 percent of the "least successful" responses.

9. Lack of parental participation accounted for 11 percent of the "least successful" responses.

Conclusions

During fiscal year 1966, the initial year in which educational programs for deprived children and youth were implemented and operated under the provisions of An Act Concerning State Aid for Disadvantaged Children (P.A. 523), the data provided by the local school districts justify the following conclusions:

1. The evaluation of projects developed by the local school districts under the provisions of P.A. 523 provides evidence that the educational achievement of deprived children and youth is being improved.

2. The school personnel of Connecticut feel that the vast majority (96%) of the educational programs implemented and operated under the provisions of P.A. 523 have made substantial progress or some progress in improving the educational opportunities of deprived children and youth.

3. The evaluation of projects developed by the local school districts under the provisions of P.A. 523 supports the premise that the most substantial progress from compensatory education is derived from programs designed for preschool or elementary school children. Further, the majority of all projects developed under the provisions of P.A. 523 served children in the early years of their education.

4. There are indications from the data that P.A. 523 has been instrumental in improving the promotion and retention rates of deprived youth. Further, it is possible that some programs funded by P.A. 523 have encouraged deprived youth to become interested in post-secondary education.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Instructional Services
Hartford

To: Superintendent of Schools

From: Wallace Roby, Office of Program Development

Subject: Annual Evaluation of Title I, P.L. 89-10 and P.A. 523 Projects.

This letter with the attached evaluation report form is being sent at this early date to acquaint appropriate school personnel with the types of data to be requested for P.L. 89-10 and P.A. 523 projects and to provide sufficient time for planning summary evaluation reports. Although the past school-year has been for many school systems a "tooling up" or "phasing in" period, it is expected that a serious attempt will be made to evaluate the stated objectives of each project. Most certainly, all projects can furnish "status" types of evaluation data.

It seems worthwhile to point out the following needs underlying the data requested in the attached form.

1. Some information is needed by the U.S. Office of Education to provide a national picture of the effects of Title I, P.L. 89-10 programs.

2. Some information is needed to insure that the funds provided under P.A. 523 and Title I of P.L. 89-10 are being used to provide programs intended by the categorical nature of the legislation.

3. Most important, some information is requested to insure that professional educators on local and state levels are seriously evaluating the programs they have established to assist deprived children and youth.

4. All school systems must furnish the Connecticut State Department of Education no later than September 1, 1966, an evaluation report (one for each project) in order to secure project funding for the 1966-67 school year. Hopefully, evaluation reports for projects not extending into the summer months will be completed and forwarded by July 15, 1966.

5. Care should be given to reading the statements given on the attached report form. Answer all items with the exception of those which do not apply to your projects.

Our office has made every attempt to request only vital information, which requires repeating for accuracy and is not available in the records of our Department. It is hoped that you will contact the major consultant of the State Department of Education assigned to work with your community and secure his assistance in evaluating this year's project as well as securing renewal funds for the coming school year. Naturally, we would like to help in every way possible and would welcome the opportunity to be of assistance.

Please feel free to criticize the attached evaluation report and make any suggestions which would improve its effectiveness.

Enc.

SUMMARY EVALUATION OF P.A. #523 AND TITLE I, P.L. 89-10 PROGRAMS

FOR FISCAL YEAR 1966

Project Director_____ Date Evaluation was submitted_____

Project Evaluator_____ Source of Project Funds
P.L. 89-10 _____
P.A. 523 _____
Both _____

I COMPREHENSIVE DATA (Submit data for this section directly on this form)

1. Project Number_____ Town or cooperating towns_____
_____

2. Give an unduplicated count (eliminate double counting) of public school children and youth served by the approved projects._____

3. What were the approximate hours per week of services provided for each child or youth participating in the project?

_____

4. What was the duration in weeks of project services? _____

5. Give the actual number of all children (include non-public school children if any) by grade level benefitting directly from project services.

Preschool	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

6. If a Title I project or a component of a Title I project is being reported, list below the attendance areas in your school district that have been identified for project services.

7. List below the criteria used to select children for services of the project being reported.

8. If <u>non-public school children and youth</u> were served by the project, provide the data requested below:

   A. Give an unduplicated count of non-public school children and youth served in approved programs. _____

   B. How many non-public school children and youth participated in approved programs on public school premises on a before school or after school basis? (Example: non-public school children attending public school after the close of the regularly scheduled classes). _____

   C. How many non-public school children and youth participated in approved programs on non-public school grounds only? _____

D. How many non-public school children and youth participated in approved programs on other than public or non-public school premises? _____

E. How many non-public school children and youth were provided services through a dual enrollment arrangement (both public and non-public school pupils in the same classroom during the regular school day)? _____

II NARRATIVE EVALUATION (Submit narrative data for this section on separate 8½ x 11 paper and attach to the back of this report).

1. Restate and evaluate the objectives of the project which are directly related to changes expected of children and youth receiving project services. Include the following where applicable and be specific.

   A. Restatement of each objective

   B. Method of evaluation of each objective

      1. Type of instrument or technique used (if instrument is standardized give name, form, level if any, and date published).

      2. By whom constructed (if techniques and instruments were developed specifically for this project, include sample copies).

      3. When was the instrument used in the project (Examples: Beginning and end, weekly assessment, at the close of the program, etc.)

      4. With whom was the instrument used (Examples: All of the youth served by the project, a sample of children representative of each grade level ... if a sample was used, give number of children and method used in identifying the sample, etc.)

C. Evaluation of the project objectives

1. State findings secured from project evaluation identifying units of measure used. (Example: The unit being reported might be a grade equivalent score of 5.6 which might be defined as a score representative of typical pupils in the fifth grade at the end of the sixth month).

2. Interpret the findings secured from project evaluation

Reference: Evaluating Programs Approved under Title I of Public Law 89-10, Connecticut State Department of Education, November 23, 1965.

2. Describe the most successful activities or components of the project.

3. Describe the least successful activities or components of the project. Also, list any problems that were encountered in implementing and/or operating the project.

4. List the procedures employed to develop or increase professional staff required to provide project services.

III GENERAL PROJECT EVALUATION (Submit data for this section directly on this form)

1 a. List the number of youth served by the project who withdrew from school upon reaching the 16th birthday during the school year of 1965-66. _____

b. List the number of youth directly served by the project who continued in school upon reaching their 16th birthday during the 1965-66 school year. _____

2 a. List the number of children and youth directly served by the project who were promoted to the next grade level for the school year of 1966-67. _____

b. List the number of children and youth directly served by the project who were not promoted to the next grade level for the 1966-67 school year. _____

3 a. List the number of youth directly served by the project who have indicated a desire and have taken action to continue education following high school graduation. (Continuing education beyond high school includes post-graduate work, junior college, college, university, vocational or technical institute, or nursing school.) _____

b. List the number of youth directly served by the project who completed high school, but do not intend or have not taken action to continue education beyond high school.

_____